

MODULE SPECIFICATION

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| Academic Year (student cohort covered by specification) | 2022-23 |
| Module Code | GHM101 |
| Module Title | The Economics of Global Health Policy |
| Module Organiser(s) | Andreia C Santos |
| Faculty | Public Health & Policy : London School of Hygiene & Tropical Medicine |
| FHEQ Level | Level 7 |
| Credit Value | CATS 15 ECTS 7.5 |
| HECoS Code | 101402 |
| Mode of Delivery | Distance Learning |
| Mode of Study | Directed self-study, through online materials via the Virtual Learning Environment |
| Language of Study | English |
| Pre-Requisites | None |
| Accreditation by Professional Statutory and Regulatory Body | None |
| Module Cap (Maximum number of students) | None |
| Target Audience | This module is compulsory for the PGCert/PGDip/MSc Global Health Policy by Distance Learning, and can also be taken as a standalone module. This module is intended for those students interested in the application of economic principles to the study of global health policy. |
| Module Description | This module introduces students to economic concepts, practice and evidence concerning the global economy and its relation to global health. It is aimed at students with little background knowledge of economics. The module includes a formative assignment to aid student learning and is assessed by exam. |
| Duration | Moodle is open to access from 3rd October. Students then plan their own studies between October and June. Examinations are held in the first three weeks of June. |
| Last Revised (e.g. year changes approved) | April 2022 |

| Programme(s) | Status |
|--|---------------|
| This module is linked to the following programme(s) | |
| PGCert/PGDip/MSc Global Health Policy (Distance Learning - University of London Worldwide) | Compulsory |
| PGDip/MSc Demography and Health (Distance Learning - University of London Worldwide) | Elective |

Module Aim and Intended Learning Outcomes

Overall aim of the module

The overall module aim is to improve students' understanding of essential economic principles in global health policy.

Module Intended Learning Outcomes

Upon successful completion of the module a student will be able to:

1. describe the core features of economics and key economic terms as they relate to global health policy;
2. investigate areas of global health policy that are affected by economics;
3. analyse economic information and evidence in relation to global health issues;
4. evaluate the contribution of economics to aspects of global health policy.

Indicative Syllabus

Session Content

The module is expected to cover the following topics:

- Introduction;
- Macroeconomics and Health;
- The Global Economy;
- Global Economic Institutions and Health;
- International Trade;
- Global Wealth and Health;
- Global Economics of Infectious Diseases;
- Global Economics of Non-Communicable Diseases;
- Health Worker Migration;
- Medical Tourism;
- The Pharmaceutical Industry;
- E-Health;
- Global Public Goods for Health.

Teaching and Learning

Notional Learning Hours

| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
|---------------------------------|-----------------|-----------------------------|
| Directed self-study | 78 | 52 |
| Self-directed learning | 22 | 15 |
| Assessment, review and revision | 50 | 33 |
| Total | 150 | 100 |

Teaching and Learning Strategy

Learning is self-directed against a detailed set of learning objectives using the materials provided. Module tutors provide asynchronous support for students by replying to students' questions in open online discussion forums and facilitating discussion. Students are also strongly encouraged to participate in live webinars available on Moodle to obtain tutor support, and to make use of LSHTM online library resources. In addition, written feedback is provided on submitted formative assignments.

Assessment

Assessment Strategy

An optional formative assessment (FA) is offered to encourage students to test their new knowledge and receive individual feedback. The formative assessment is optional and will not count towards a student's final grade. The submission deadline for the FA is **31 March**.

The summative assessment of this module is by a two hour 15-minute written examination which will account for 100% of the student's final grade. Students are advised to spend the first 15 minutes reading the paper and planning their response.

If students fail the module overall, they are allowed one further attempt at the examination.

Summative Assessment

| Assessment Type | Assessment Length (i.e. Word Count, Length of presentation in minutes) | Weighting (%) | Intended Module Learning Outcomes Tested |
|-----------------|--|------------------|--|
| Exam | 2 hours and 15 minutes | 100 | 1 - 4 |

All Formative Assignments must be submitted via the Assignment Management System.

Timed examinations for DL modules are held once a year, in June (including resits). Examinations in 2022/23 will either be taken in a student's country of residence in one of over 650 [examination centres worldwide](#) or will be held online. If the June 2023 module exam is held at a local examination centre, a local fee will be payable direct to the exam centre. This fee will be in addition to the module fee and is set by, and paid directly to, the individual examination centre. The level of local examination centre fees varies across the world and neither the University of London nor the LSHTM have any control over the fee amount. If the June 2023 module exam is held online, no additional exam entry fee will be payable. (Note that for those resitting module assessments, a fee will be payable.)

Resitting assessment

Resits will follow the LSHTM Resits Policy, which is published at the start of each academic year. The current policy can be found here: [Resits Policy](#).

Resources

Indicative reading list

- Parkin M, Powell M, Matthews K (2017). What is economics? In: Parkin M, Powell M, Matthews K, Economics (10th edition). Harlow: Addison-Wesley, Pearson Education Limited. Chapter 1, 3-30.
- Bloom D, Canning D (2000). The Health and Wealth of Nations. *Science* 287 (5456): 1207-1209.
- Blouin C, Chopra M, van der Hoeven R (2009). Trade and social determinants of health. *The Lancet* 373, 502-507.
- Smith RD (2010). The role of economic power in influencing the development of global health governance. *Global Health Governance* 3(2): 1-12 (<http://www.ghgj.org>).
- Smith R, Hanefeld J (2018). *Globalization, Trade, and Health Economics*, Oxford University Press.
- Peet R (2009). *Unholy Trinity: The IMF, World Bank and WTO* (2 ed). London: Zed Books. Chapter 3: 56-110.
- Gleeson D, Labonté R (2020). Trade agreements and public health. Springer Singapore. Chapter 2. Available at: <https://www.publichealthonline.net/wp-content/uploads/2020/08/Trade-Agreements-And-Public-Health -A-Primer-For-Health-Policy-Makers-Researchers-And-Advocates.pdf>.
- Deaton A. 2001. Health, Inequality, and Economic Development. Research Programme in Development Studies and Centre for Health and Wellbeing, Princeton University. – seminal work on the relationship between health and the distribution of income.
- Keogh-Brown MR, Jensen HT, Edmunds WJ, Smith RD. 2020. The impact of Covid-19, associated behaviours and policies on the UK economy: a computable general equilibrium model. *Social Science and Medicine - Population Health* 12, DOI: 10.1016/j.ssmph.2020.100651.
- Smith RD. 2006. Responding to global infectious disease outbreaks: lessons from SARS on the role of risk perception, communication and management. *Social Science and Medicine* 63: 3113–3123.
- Moodie R, Stuckler D, Monteiro C, et. al. 2013. Profits and pandemics: prevention of harmful effects of tobacco, alcohol, and ultra-processed food and drink industries. *Lancet* 381: 670–79.
- Aluttis C, Bishaw T and Frank Martina W (2014) The workforce for health in a globalized context global shortages and international migration. *Glob Health Action*. 7 (23611).
- Lunt N, Smith, R, Exworthy M, Hanefeld J and Mannion R (2014) Market size, market share and market strategy: three myths of medical tourism. *Policy & Politics*. 42(4): 597-614.
- Malerba, F and Orsenigo, L. 2015. The evolution of the pharmaceutical industry. *Business History*, 57:5, 664-687.
- Cross S, Rho Y, Reddy H, Pepperrell T et al. 2021. Who funded the research behind the Oxford-AstraZeneca COVID-19 vaccine? Approximating the funding to the University of Oxford for the research and development of the ChAdOx vaccine technology. *BMJ Global Health*. 2021 ;6:e007321.
- Aaviksoo, A.; Kruus, P. (2013) Cross-border potential of telemedicine solutions. *Eurohealth*; 2013. 19(4):24-26.

Other resources

A full list of essential, recommended and further reading is given for each session.

Teaching for Disabilities and Learning Differences

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader.

For students with special needs, reasonable adjustments and support can be arranged – details and how to request support can be found on the [Inclusive Practice/Access Arrangements page](#) of the University of London Worldwide website.